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ABSTRACT

The experiences of the Malheur County, Oregon, cooperative, multi-district career education project, funded under Title Three of the Elementary and Secondary Education Act, formed the basis for the development of the guide. Two assumptions are basic to the establishment of a career-oriented, multi-district program: (1) that such a curriculum will help students realize their career aspirations, and (2) that cooperation between school districts will result in a program with sufficient resources to offer a curriculum with both breadth and depth. Essential steps in program development are the assessment of students' interests and needs, and the assessment of each party's readiness to join a cooperative program. A readiness assessment instrument is offered, based on 15 factors identified as critical to the success of the undertaking. The planning stage involves consideration of program objectives, structural organization, roles and responsibilities, and staff development. Operational tasks should be considered in terms of both the scheduling of and responsibility for specific tasks. Evaluation should be both summative and formative and should consider aims, responsibilities, and methods. Appended materials include references for career education planning published in Oregon, pilot programs in Oregon, a vocational inventory, an interest survey, and items relating to the Malheur County program. (SA)

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MALHEUR INTERMEDIATE
EDUCATION DISTRICT
LEROY S. PAULSEN,
SUPERINTENDENT

PROCESS MODEL FOR DEVELOPING A MULTI-DISTRICT COOPERATIVE CAREER EDUCATION PROGRAM

AN ADOPTER'S GUIDE REFERENCED IN PROMISING PRACTICES IN OREGON EDUCATION, 1974

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CE003 193

PROCESS MODEL
FOR
DEVELOPING A MULTI-DISTRICT
COOPERATIVE CAREER EDUCATION PROGRAM

This guide is based on the experiences of the Malheur County, Oregon, cooperative, multi-district career education project funded between 1970 and 1973 under Title III of the Elementary and Secondary Education Act. Officially, the project was entitled Occupational Education for the Non-College-Bound Student.

IED Superintendent, Leroy J. Paulsen

Project Director, Sam Banner

Participating Schools:

Ontario School District 8C
Vale Union High School District 3
Vale Elementary School District 15
Adrian School District 61
Nyssa School District 26

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Dale Parnell, Superintendent of Public Instruction.

PREFACE

The Process Model for Developing a Multi-District Career Education Program is one of a number of guides describing pilot ESEA Title III projects in Oregon. The guides have been developed to give these new projects exposure and to help educators who may wish to adopt them as programs in their own school systems. In order to assure their availability, the Oregon State Department of Education has assumed responsibility for their production and distribution. In addition, the department has compiled a catalog which lists promising new education projects and practices in Oregon. The catalog lists this and other Title III guides. This guide and the catalog, which is entitled Promising Practices in Oregon Education, may be obtained free of charge by writing to Documents Clerk, Oregon State Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310.

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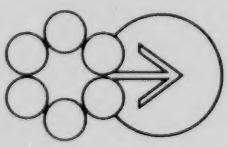

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INTRODUCTION

Cooperative arrangements among adjacent school districts offer one way of economically expanding curriculum. While many models of cooperative effort among local schools, citizens' groups, service agencies, and institutions already exist, none has been developed for conducting a multi-district career education program.

In 1970 Malheur County initiated a pilot career education project under ESEA Title III funding. The project, which involved an intermediate education district, five school districts, and a community college, provides the model upon which this guide is based. The reader should note that the term "project" is used in reference to the three-year Malheur experience because it was a pilot effort. However, the guide itself serves as a "program model," and thus is titled as such. Malheur's three-year Title III project actually was part of a five-year career education program plan. During the 1973-74 school year, the project's last year of external funding, county schools elected to confirm program status for multi-district career education by incorporating its financial support in regular district budgets.

Because this guide has been prepared for districts which will have to create a program with existing resources, it stresses that sponsors should assess the need for occupational education on a scale of priorities; and it further stresses assessment of students' needs and the ability of combined districts to respond to those needs. The results of these assessments will be critical in marshalling the support---especially budget support---the districts will need to create a program.

The guide outlines basic planning procedures and gives attention to planning activities which seem to have key importance in a program of this nature. The guide outlines tasks designed to accomplish program objectives and further outlines parties in the cooperative responsible for those tasks. Levels of evaluation and evaluation approaches are also suggested.

The appendix to the guide lists a bibliography of available career education information resources in Oregon. Also appended are survey forms and press clippings mentioned in the main text.

I ASSUMPTIONS AND GOALS

In establishing a program that is both career oriented in its educational objectives and multi-district in its operational structure, its sponsors must proceed from two key assumptions (which, in essence, become the rationale for the program). The first assumption is that a diversified career education curriculum will substantially help students realize their career aspirations. The second is that (because each school district alone does not have sufficient resources to offer its own diverse career education curriculum) several districts working together---each supporting a part of the areawide effort---have the combined resources to offer a curriculum with both breadth and depth.

At the local level, the first assumption cannot be immediately validated, especially if no diverse program of occupationally oriented courses has been offered to students for a long enough period to produce hard data on its effectiveness. However, the limited experiences of other schools, and especially schools in the Malheur County project, tend to support these specific assumptions:

1. Students enrolled in skill classes which meet their expressed career needs will perform better (on a grade index) than in other classes.

2. At the same time, students in such skill classes will raise their performance in other courses because the skill courses will make the school experience as a whole more relevant and important to them.

3. As a result of their heightened interest in school because of the opportunity to take needed skill classes, students will improve their attendance and general attitude about the value of education.

4. If skill training classes meet the needs of students currently enrolled, other students with similar needs will be more likely to enroll in the program.

The first part of the second assumption, that individual school districts---especially small rural districts---can't offer a range of quality occupational offerings without pooling resources, can be validated through the use of the Vocational Inventory, Appendix B of this manual. If this assumption is true, the inventory will show that individual districts have scant potential to offer full occupational curriculum while combined districts do have such potential. Of course, the experience of the program will validate the ability of cooperating districts to offer a full occupational curriculum.

Because both basic and specific assumptions on the previous page constitute the overall intent of the cooperative program, they automatically form its goals. Thus, sponsors should keep in mind that while they will be working to validate underlying assumptions, they also will be working to achieve important goals. For this reason, it may be useful for sponsors to translate the two basic assumptions on page three into "broad program goals" and the four specific assumptions into "specific program goals." It should be emphasized that neither the validation of program assumptions nor the achievement of program goals can be realized except through accomplishment of the kind of measurable objectives which are listed beginning on page 23.

ASSESSMENT OF STUDENTS' INTERESTS AND NEEDS

The reader should keep in mind that all of the four specific assumptions listed on page three predict improved student performance and motivation on the basis of "skill classes which meet their expressed career needs." Therefore, if these assumptions---and the entire program---are to have validity, curriculum built upon them must be responsive to actual student needs and interests.

To determine student needs and interests, the Malheur project administered the Career Interest Survey questionnaire, Appendix C, to all secondary students in the area. As the Career Interest Survey Composite shows, also in Appendix C, a sufficient number of students were interested in occupational courses to justify their expansion in the curriculum. And the last question helped planners determine which career cluster areas held the highest priority among student needs. Both the survey and the composite sheet can be adapted by cooperative program advocates to determine student interests and needs.

ASSESSMENT OF EACH PARTY'S READINESS TO JOIN A COOPERATIVE PROGRAM

Once program sponsors subscribe to the basic and specific assumptions of a cooperative career education curriculum, and once a career interest survey points to strong student interest in such a program, a very critical political and attitudinal assessment must be carried out: each potential party must honestly assess its readiness to join in a cooperative program. This means it must appraise both its willingness and its ability to meet a number of conditions which determine the success or failure of a new program launched on a cooperative scale.

The career education project in Malheur County provided a basis for isolating 15 factors critical to the success of such an undertaking. These factors, listed below, form the basis of an assessment instrument which should help districts determine their

readiness to participate in a cooperative career education program:

1. Adequate funds to implement and continue a program

2. An IED which has the confidence of local school districts

3. Facilities adequate to house a program

4. Planning which details development of the program

5. Substantive school district support for the program

6. A project director skilled in human relations

7. Advisory committees which represent the interests of the community and understand job market needs

8. Competent, motivated instructors who have special aptitudes related to career education

9. The resources to provide in-service training programs for staff

10. An effective community relations program and public support for educational programs

11. A method of evaluation which can accurately pinpoint strengths and weaknesses of the program

12. A guidance and counseling program which can provide students with information about the program and help them make choices for career preparation

13. The willingness and capability to individualize instruction

14. Interdisciplinary programming

15. Logical, harmonious sequencing of curriculum

Using the Readiness Assessment Instrument

Each critical factor is defined in the context of implementation and operation of a cooperative career education program. Each of these functional definitions is followed by a number of criteria which relate to it and are posed to determine attitudes about the overall factor. Following each criterion is a 5-4-3-2-1-0 scale to be used for rating a district's attitude. If a 5 is circled, a district is indicating a very positive response to a criterion, saying, in effect, that it has already met the criterion or is willing to do so. A zero rating indicates a very negative response. It may also indicate that the district feels a particular criterion is not essential within its program. Each criterion should be approached with the question, "If this item is not now present in our district, are we willing to provide it on a cooperative basis?"

For each critical factor, the district using the instrument should add the ratings for all of the criteria and then divide that sum by the number of criteria listed under the critical factors. That will produce an average score for each critical factor. The average score for each critical factor should then be transferred to the Readiness Profile Chart on page 19. A "readiness profile" for a district may be graphed by connecting the scores on this chart.

Sponsors should keep in mind that this instrument will have maximum validity if all parties involved in decision making use it together. For example, if the district superintendent, key personnel, and board members go through the readiness assessment as a group, a more accurate profile will emerge than if any one person were to complete the assessment. One note of caution is in order: if a district scores low on the readiness assessment, it should not become involved in a cooperative program.

READINESS ASSESSMENT INSTRUMENT

CRITICAL FACTOR 1 - FINANCING

Adequate resources are available to carry out a quality career education program on a cooperative basis.

Assessment Criteria

A. Administration, instructional staff, and advisory personnel will operate as a team in developing the budget.	5 4 3 2 1 0
B. Ample personnel, facilities, supplies, equipment and support services will be provided to achieve career education objectives.	5 4 3 2 1 0
C. Financial resources are adequate for in-service training and curriculum development.	5 4 3 2 1 0
D. District budgets can be designed to support parts of area program operation.	5 4 3 2 1 0

FINANCING AVERAGE: ( )

CRITICAL FACTOR 2 - IED

The IED functions as a facilitating agency for programs and has the confidence of the districts it represents.

Assessment Criteria

A. The IED provides leadership for program development.	5 4 3 2 1 0
B. The IED is utilized as a disinterested third party to arbitrate disputes among the districts.	5 4 3 2 1 0
C. School districts are willing to have the IED act as a fiscal agent for cooperative programs.	5 4 3 2 1 0
D. Teaching resources are available through the IED.	5 4 3 2 1 0
E. IED personnel are utilized as consultants in program operation and development.	5 4 3 2 1 0

IED AVERAGE: ( )

CRITICAL FACTOR 3 - FACILITIES

Facilities are available for skill training that supports student career goals. Equipment and supportive resources are compatible with the current job market.

Assessment Criteria

A. Resources, facilities, and equipment will support long-range program objectives as well as the local curriculum.	5 4 3 2 1 0
B. Facilities, equipment, and resources are available and sufficient to carry out instructional objectives.	5 4 3 2 1 0
C. Facilities and equipment are compatible with those in the job market.	5 4 3 2 1 0
D. Community resources will be utilized in the instructional program.	5 4 3 2 1 0
E. Facilities will be available to students who may be bused in from other schools in the program.	5 4 3 2 1 0
F. Community college facilities will be an available resource used for area programs that do not conflict with community college needs and priorities.	5 4 3 2 1 0

FACILITIES AVERAGE: ( )

CRITICAL FACTOR 4 - PLANNING

Planning is necessary to implement, maintain, and upgrade a career education program. Needs will be determined, and goals, resources, and implementation procedures will be planned to meet the needs of students and the community.

Assessment Criteria

A. A current long-range educational plan is being utilized in the district. It is sufficiently flexible to harmonize with an areawide program.	5 4 3 2 1 0
B. The long-range plan and school philosophy support one another and the area program.	5 4 3 2 1 0
C. Problems, needs, and objectives will be identified locally and areawide.	5 4 3 2 1 0
D. Objectives will reflect the needs of the students, school, and community.	5 4 3 2 1 0
E. Accomplishment of program operational tasks will be plotted on a chart designed for that purpose.	5 4 3 2 1 0
F. Planning will be a joint effort of the board, administration, instructional staff, and advisory personnel.	5 4 3 2 1 0

PLANNING AVERAGE: ( )

CRITICAL FACTOR 5 - SCHOOL DISTRICT SUPPORT

The district recognizes that program success requires positive, flexible support on its part.

Assessment Criteria

A. The school district is willing to share its facilities with students from cooperating schools.	5 4 3 2 1 0
B. The district recognizes that school schedules will need to be flexible to accommodate student needs.	5 4 3 2 1 0
C. The district is willing to negotiate the use of its facilities and personnel for the benefit of all participants in the program.	5 4 3 2 1 0

	D. The district accepts the sharing of teachers. (They may teach in more than one school district and be paid by program funds.) 5 4 3 2 1 0
	E. The academic faculty is willing to accept vocational teachers as valid staff members. 5 4 3 2 1 0
	F. The district agrees to transport students so they may participate in training opportunities in other cooperating districts. 5 4 3 2 1 0
	G. The district will give up some local autonomy in order to gain educational advantages for its students. 5 4 3 2 1 0
	H. The district accepts the need for cooperating schools to share in disciplining students. 5 4 3 2 1 0
	I. The board and key administrators endorse career education programs and multi-district program goals. 5 4 3 2 1 0
	J. Decision makers will consider the advice and recommendations of advisory committees for local and area programs. 5 4 3 2 1 0
	K. Decision makers will utilize a long-range plan to determine priorities and to finance career education programs. 5 4 3 2 1 0
	L. Administrative structure and process will allow input from all staff levels in decision making for local components and the areawide program. 5 4 3 2 1 0
	M. Administrative structure will permit the IED to be designated as the sponsoring agency for a cooperative program. 5 4 3 2 1 0
	N. District administrators agree that the project director should be responsible to the administrative board through the IED superintendent and the IED board. 5 4 3 2 1 0
11	

O. District administrators will accept the administrative board as the body to make final decisions on program management changes. 5 4 3 2 1 0

P. Provisions will be made for representation of the community college on the administrative board for the area program. 5 4 3 2 1 0

Q. Community college staff will be available for advisory activities relating to their specialty in the area program. 5 4 3 2 1 0

SCHOOL DISTRICT SUPPORT AVERAGE: ( )

CRITICAL FACTOR 6 - PROJECT DIRECTOR

A project director will be employed who will be responsible for program development and improvement.

Assessment Criteria

A. The project director should have a high degree of human relations skills and experience in career-oriented education programs. 5 4 3 2 1 0

B. The district is willing to give up some decision-making functions to a program director. 5 4 3 2 1 0

C. The program director should be authorized to make immediate minor changes in programs as soon as they appear necessary. 5 4 3 2 1 0

PROJECT DIRECTOR AVERAGE: ( )

CRITICAL FACTOR 7 - ADVISORY COMMITTEES

Career programs must respond to the current job market as well as the needs of the individual

and the community. The district believes advisory committees should be relied upon to assist in planning and keeping programs relevant to these requirements.

Assessment Criteria

A. An overall career advisory council will help determine and review curriculum for the area program.	5 4 3 2 1 0
B. Area advisory committees will be representative of each community and occupational cluster.	5 4 3 2 1 0
C. Staff members will be designated to sit with each cluster advisory committee.	5 4 3 2 1 0
D. Instructors will regularly attend advisory committee meetings.	5 4 3 2 1 0
E. Duties and responsibilities of advisory committees will be outlined in writing and will be followed.	5 4 3 2 1 0
F. Different levels of personnel from key occupations will be represented on committees.	5 4 3 2 1 0

ADVISORY COMMITTEES AVERAGE: ( )

CRITICAL FACTOR 8 - INSTRUCTIONAL PERSONNEL

The district is committed to maintaining a high degree of proficiency and motivation among its personnel by supplying them with positive direction, in-service training, and material and technical support. It also encourages their participation in decision making.

Assessment Criteria

A. Staff members will be properly trained to carry out their functions in the career education program.	5 4 3 2 1 0

B. Staff members will be vocationally certified. 5 4 3 2 1 0

C. Coordination and direction will be provided for each part of the career education program. 5 4 3 2 1 0

D. The student-teacher ratio will allow for quality education. 5 4 3 2 1 0

E. Provisions for extended contracts will exist where needed. 5 4 3 2 1 0

F. Traveling instructors will have a room and office space if needed. 5 4 3 2 1 0

G. Program staff members will be invited to faculty meetings and functions. 5 4 3 2 1 0

H. Staff members can be "loaned" to the program on a part-time basis if their talents are needed. 5 4 3 2 1 0

I. Community college staff members can be utilized as instructors for the program. 5 4 3 2 1 0

PERSONNEL AVERAGE: ( )

CRITICAL FACTOR 9 - IN-SERVICE TRAINING

The school staff's knowledge, abilities, and skills directly affect the quality of the educational program. School boards and administrators are committed to furnishing staff members appropriate in-service training in career education.

Assessment Criteria:

A. An ongoing career education in-service training program will be established on both a district and area basis and teachers will be expected to participate. 5 4 3 2 1 0

B. Time and finances will be provided for staff members to attend statewide inservice training conferences. 5 4 3 2 1 0

C. Appropriate consultant help will be provided to staff members. 5 4 3 2 1 0

D. State Department of Education personnel will be utilized for staff development and project improvement. 5 4 3 2 1 0

E. Community college instructors will participate in in-service training for the program. 5 4 3 2 1 0

IN-SERVICE TRAINING AVERAGE: ( )

CRITICAL FACTOR 10 - SCHOOL AND COMMUNITY RELATIONS

Involvement of individuals and organizations within the community maximizes the effectiveness of the career education program. Strong, positive relations exist between the school and the community.

Assessment Criteria

A. There should be a well-defined public relations program which utilizes a variety of materials and methods to publicize the area project. 5 4 3 2 1 0

B. Community service is provided through use of public facilities, equipment, and resources. 5 4 3 2 1 0

C. Programs to be developed reflect community values and priorities. 5 4 3 2 1 0

D. News media of the community are competent in their coverage and cooperate with schools. 5 4 3 2 1 0

SCHOOL AND COMMUNITY RELATIONS AVERAGE: ( )

CRITICAL FACTOR 11 - EVALUATION

There will be a well-defined evaluation plan.

Assessment Criteria

A. Students, staff, and advisory committee members will be involved in evaluative processes.	5 4 3 2 1 0
B. There are provisions for outside evaluation of the program to improve its operation.	5 4 3 2 1 0
C. There will be adequate provisions for evaluation of student progress.	5 4 3 2 1 0

EVALUATION AVERAGE: ( )

CRITICAL FACTOR 12 - GUIDANCE AND COUNSELING

The guidance program assists each student to become aware of personal aptitudes and aspirations and to make curriculum choices in preparation for a career vocation.

Assessment Criteria

A. Adequate guidance will be available to help each student to assess personal interests and aptitudes in making a career choice.	5 4 3 2 1 0
B. Effective counseling will be available, especially at the career awareness level.	5 4 3 2 1 0
C. Counselors are willing to support a cooperative program.	5 4 3 2 1 0
D. Guidance and counseling staff and teachers will cooperate in training program selection.	5 4 3 2 1 0
E. A follow-up program on students will be utilized, perhaps among all the program schools, for overall data collection.	5 4 3 2 1 0

GUIDANCE AND COUNSELING AVERAGE: ( )

CRITICAL FACTOR 13 - INDIVIDUALIZED INSTRUCTION

The district subscribes to, and teachers practice, individualized instruction.

Assessment Criteria

A. Instructors are or will be trained in individualized instruction methods.	5 4 3 2 1 0
B. Each student will be allowed to progress at an individual rate.	5 4 3 2 1 0
C. Competency levels for each student will be identified.	5 4 3 2 1 0

INDIVIDUALIZED INSTRUCTION AVERAGE: ( )

CRITICAL FACTOR 14 - INTERDISCIPLINARY PROGRAMMING

A relationship is established programmatically between school subjects and the career goals of the student.

Assessment Criteria

A. Specific areas within the curriculum that could be taught successfully using an interdisciplinary approach will be identified.	5 4 3 2 1 0
B. The school administration and teaching staff will implement the interdisciplinary approach within the school.	5 4 3 2 1 0

INTERDISCIPLINARY PROGRAMMING AVERAGE: ( )

CRITICAL FACTOR 15 - CURRICULUM SEQUENCING

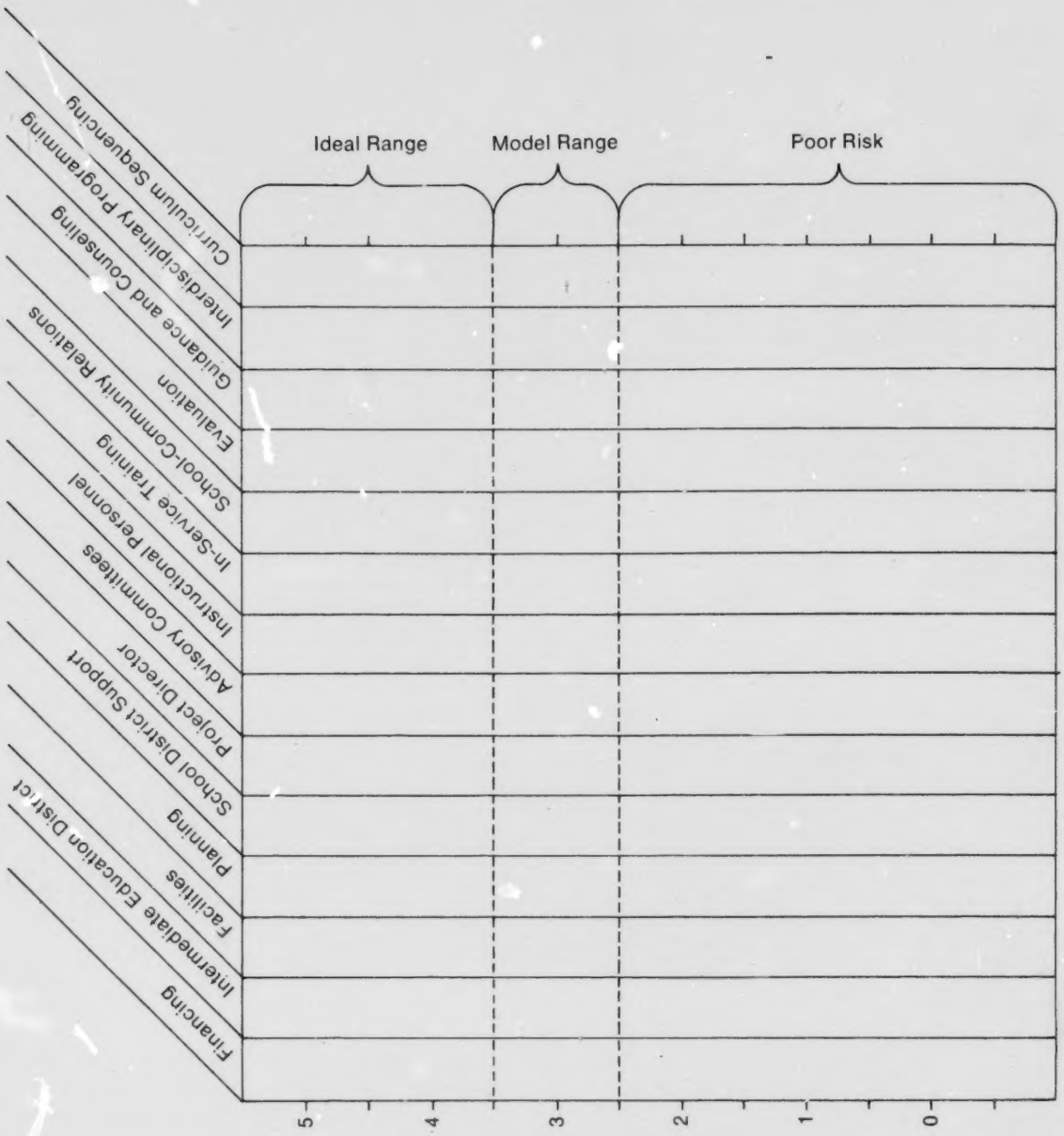
All career education programs should be designed to complement one another so that each student is able to pursue his or her goals with little or no wasted time and effort which might be caused by gaps or repetition in curriculum.

Assessment Criteria

A. The district has designed its curriculum offerings so that students may progress with maximum harmony and readiness from high school to post-high school training.	5 4 3 2 1 0
B. The district plans to integrate work experience in the area program.	5 4 3 2 1 0

CURRICULUM SEQUENCING AVERAGE: ( )

READINESS PROFILE CHART
OF
CRITICAL FACTORS IN A COOPERATIVE CAREER EDUCATION PROGRAM



III
PLANNING

PROGRAM OBJECTIVES

Once neighboring districts agree on program assumptions and goals and decide to join a cooperative career education program, they must then arrive at a mutual definition of measurable objectives for that program. Planning can't begin until everyone agrees what it is the program expects to accomplish.

What the program expects to accomplish should be written in the form of terminal or programmatic objectives. Terminal, programmatic objectives are measurable outcomes of the program. For example, the Malheur project stated as one of its basic programmatic objectives that it would "place seniors in the third year of the project in employment through the help of counselors, work experience coordinators, and advisory committees." The criterion for measuring the accomplishment of that objective was "30 percent of seniors in the third year of the project will be placed in or find employment relating to their skill training cluster."

The administrative board, with the concurrence of the advisory council and the IED board, (see project structure chart, page 28) should establish programmatic objectives compatible with the needs and priorities of each district member. The input of the advisory council is especially important in insuring that the objectives are realistic in terms of the job market and the instructional capabilities of the combined school districts.

There are objectives of another type, functional objectives, which have to be accomplished on a day-to-day basis as part of an overall strategy for achieving the terminal objectives. However, to avoid confusion, these functional objectives will be referred to simply as tasks---in the case of this manual operational tasks. Operational tasks are administrative concerns. They define actions to be accomplished to get the program started and to keep it going in pursuit of its terminal objectives.

Once the program's terminal objectives are agreed upon, the director will be responsible for drafting a plan to meet these ends. The operational tasks

the director incorporates in this plan will have to be compatible with the operational policies and procedures of each of the district members. Where it appears that program and district operations may conflict, compromise will have to be negotiated.

The next two pages of the manual contain a breakdown of terminal objectives on the Malheur project. Section IV contains a schedule of tasks to operate the project as well as a breakdown of the personnel components in the project responsible for those tasks.

TERMINAL OBJECTIVES

(Malheur County, 1970-1973)

Objectives	Acceptable Criteria	Evaluation Activities
1.0 To develop a quality vocational training program that will give students sufficient entry-level skills to be employable in the following trade areas: metals mechanics office occupations building trades health occupations	1.1 80 percent of second year students (seniors) will be able to satisfactorily perform 80 percent of the teacher-selected skills listed in the course objectives.	1.1.1 Administer skill tests to determine student competency. 1.1.2 Keep checklist of student progress to determine gross skills performed.
	1.2 80 percent of second year students (juniors or seniors) will be able to satisfactorily perform 50 percent of the teacher-selected skills listed in the course objectives.	1.2.1 On a checklist, ask students to indicate course objectives they feel competent to perform.
2.0 To place seniors in the third year of the project in positions of employment through the help of counselors, work experience coordinators, and advisory committees.	2.1 30 percent of seniors in the third year of the project will be placed in or find employment related to their skill training cluster.	2.1.1 Conduct follow-up surveys to determine the percentage of former students now employed.
3.0 To develop a system to encourage students to enroll in advanced training programs by enlisting the participation and support of: high school counselors work experience coordinators college and technical school teachers and counselors	3.1 30 percent of seniors in the third year of the project will enroll in advanced training related to their cluster skill training.	3.1.1 Conduct follow-up surveys with parents and students to determine the percentage of students continuing their training.

Objectives	Acceptable Criteria	Evaluation Activities
4.0 To provide students an opportunity for freedom of curriculum choice in line with their capabilities and interests.	4.1 By the spring of 1971, 80 percent of the sophomore and junior classes will be aware of vocational offerings other than agriculture and home economics, and 20 percent will request admission to the program.	4.1.1 Compare sophomores and juniors who sign-up for the program w th the total number of sophomores and juniors.
	4.2 By the spring of 1973, all of the sophomore and junior classes will be aware of vocational offerings other than agriculture and home economics, and 30 percent will register in the program.	4.2.1 Compare sophomores and juniors who register for the program with the total number of sophomores and juniors.
5.0 To provide the schools in the program with similar occupational education programs.	5.1 By the spring of 1971, all of the cooperating high schools will have similar occupational education programs.	5.1.1 Compare Ontario, Vale, Nyssa, and Adrian schools for occupational offerings.
6.0 To provide occupational training programs at a cost per student below school districts operating separate programs.	6.1 By the spring of 1973, a cost comparison will indicate that cooperating school districts offer a career education program to students 50 to 75 percent cheaper than school districts offering a separate program.	6.1.1 Compare the cost per student in a cooperative program with the cost per student in districts operating separate programs.

Objectives	Acceptable Criteria	Evaluation Activities
7.0 To develop a model delivery system to provide small, rural high schools with access to occupational education programs through a cooperative project utilizing: traveling instructors busing of students mobile equipment community college resources community resources	7.1 Evidence that an acceptable model has been produced will be the production of a project plan, cost comparisons, and a manual explaining the the model.	7.1.1 Assess the quality and thoroughness of the project plan, the cost comparisons, and the manual.

PROGRAM STRUCTURAL ORGANIZATION

Because an areawide program involves the coordination of so many people, facilities, and different operational styles, it is imperative that the program administrative structure be clearly defined.

As the following organization chart illustrates, the "pipeline" for decisions and initiatives in the Malheur project was the IED board and superintendent, and the project director.

However, as the chart also shows, others had an important role. As representatives of the community in educational concerns, local school boards were responsible for studying the project proposal, giving it district endorsement, and then supporting it through local policy making.

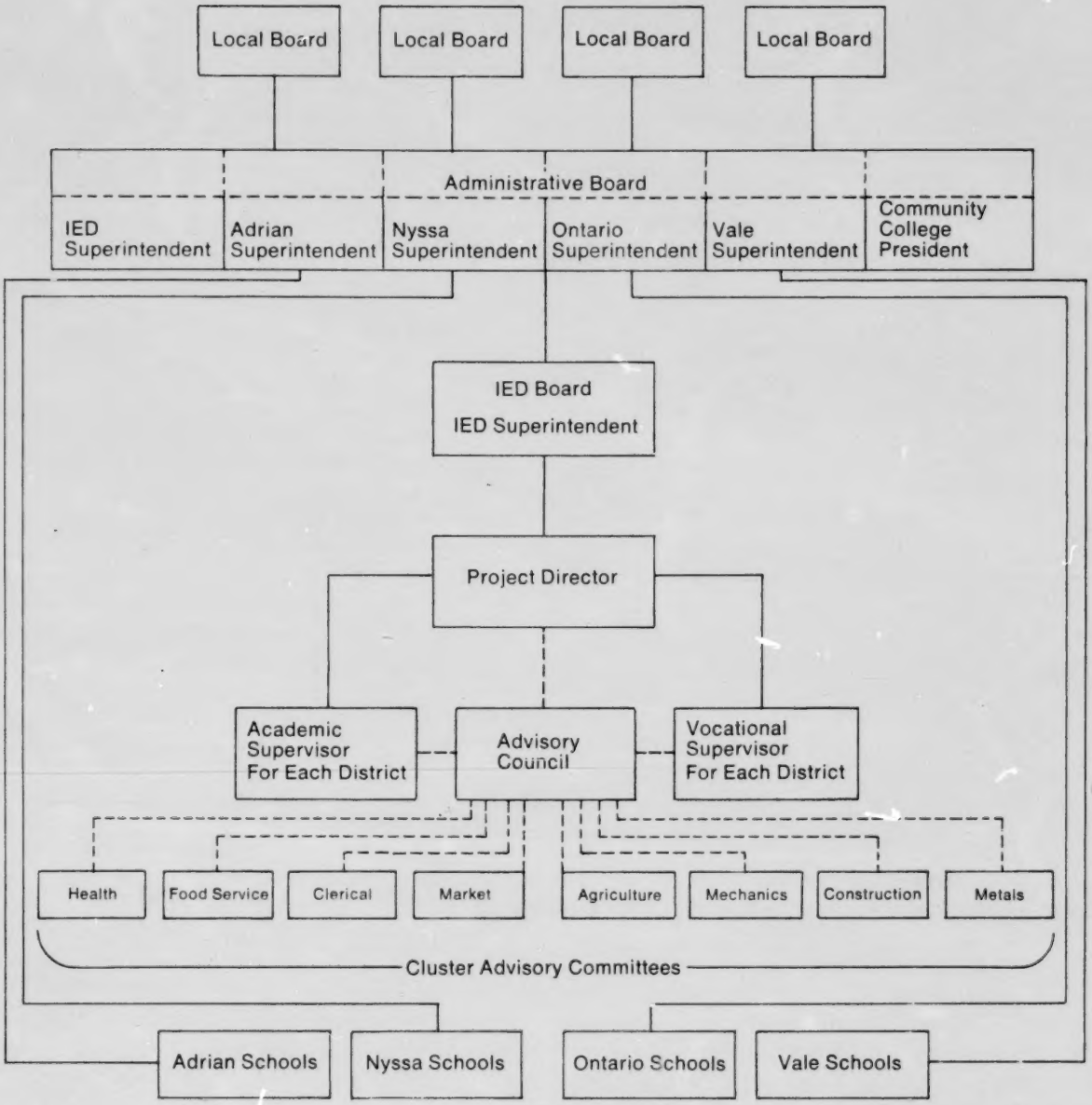
District superintendents, in turn, supplied professional insight and represented their district interests on the project administrative board, a body with strong input on project issues pertaining to school operations. This board also included a community college representative (the school president in this case), and the IED superintendent as board chairman. The presence of the IED superintendent on the administrative board insured that this group's concerns would be represented to the IED board and the project director.

For the most part, project policy making fell under the purview of the IED board and superintendent; and the application of policy was the responsibility of the project director. Of course, the main responsibility of the director was to coordinate area resources to provide students with career education offerings. He was assisted in this endeavor by personnel in two categories: district professionals such as the vocational supervisor and academic supervisor, and advisory committee members for each of the occupational cluster areas in the project. As the chart indicates, the vocational and academic supervisors for each district helped administer project components at the local level, as well as secure the assistance of the director in meeting local needs or solving local administrative problems. Each of these district

supervisors was already employed full time in a district capacity, but each assumed project responsibilities as a part of that full-time assignment. Advisory committee members, about five per cluster area, reviewed the content of course offerings in the context of job market needs. Each committee met three or four times yearly. The advisory council was designed to bring together district supervisors, cluster committee representatives, and the project director for mutual resolution of instructional issues and review of project objectives in light of job market conditions.

Undoubtedly, each multi-district administrative structure will vary according to its existing structures and needs. This structure is offered only as an example. However, it is probable that most features of this structure could be used by a grouping of districts within an intermediate education district.

STRUCTURAL ORGANIZATION
COOPERATIVE OCCUPATIONAL EDUCATION
MALHEUR COUNTY SCHOOLS



PROGRAM ROLES AND RESPONSIBILITIES

In developing a career education program involving several districts, it is imperative that the sponsors identify the roles and responsibilities of all the major participants. A multi-district program would require definition of the roles of:

1. the intermediate education district
2. participating school districts
3. the program director
4. the community college (where applicable)

Below, the basic roles and responsibilities of each of these participants are spelled out. Although the items are as inclusive as possible, each district alliance will undoubtedly find it necessary to add some or drop others to suit its particular situation.

The Intermediate Education District

Where an IED coordinates a program, it should:

1. Obtain board authorization of the IED as the sponsoring agency and the IED superintendent as authorized agent.

2. Call meetings of all participating schools.

3. Act as liaison between program schools and the funding agent (if outside funding is used).

4. Initiate the writing of job descriptions for program director and support personnel such as instructors, counselors, and evaluators.

5. Facilitate communication among schools in order to keep them well informed and to minimize misunderstandings.

6. Through careful planning and diplomatic leadership, prevent domination of the program by any one school or combination of schools.

7. Plan workshops and obtain consultants to assist with program and staff development.

8. Act as a fiscal agent authorized to receive grants and disburse funds for the program.

9. Employ program personnel with the approval of the administrative board.

Participating School Districts

Each school district participating in the program should:

1. Assess student interests which might be served by a career education program, and then assess availability of facilities, personnel, and community resources to meet those interests.

2. Obtain its district board's authorization to participate.

3. Facilitate inclusion of career education programs in existing class offerings.

4. Conduct a campaign to acquaint students with course offerings in career education.

5. Strive to cooperate fully with other districts and program participants.

6. Provide release time for teachers to participate in staff training programs.

7. Accept part-time instructors as valid members of the staff and treat them accordingly.

8. Plan to include successful features of the program in future district budgets.

The Program Director

The person who becomes director for a cooperative career education program should:

1. Visit administrators, teachers, school boards, and citizen groups to be sure that objectives and plans for the program are understood and accepted. (This is particularly important in setting up a program.)

2. Encourage participating units to make changes which will enhance the program.

3. Write job descriptions for program personnel.

4. Interview applicants and recommend program personnel to be hired.

5. Help teachers write classroom objectives which parallel program priorities.

6. Assist in selecting and organizing cluster advisory committees.

7. Initiate routine program meetings with administrators or participating schools.

8. Draw up the agenda for meetings that deal with current or anticipated program needs.

9. Monitor the allocation of funds.

10. Make routine management decisions except on matters requiring IED board action.

11. Assist in evaluating teachers and programs.

12. Handle public and media relations.

13. Work with staff to provide adequate supplies and facilities and to minimize conflicts in scheduling.

14. Coordinate training programs for staff.

The Community College

Community colleges and secondary schools can more readily bring their curriculum offerings into harmony if they are involved in jointly planning career education programs for primary and secondary schools. In assisting with this planning, community colleges might:

1. Provide career guidance to all students who request it.

2. Develop advanced skill training programs to better meet the individual needs of advanced students.

3. Assist high schools in developing career education programs which will adequately prepare students for work at the post-secondary level.

4. Provide courses that will allow secondary students to explore opportunities in career education.

5. Aid in developing facilities which will offer additional exploratory programs to students.

6. Assign personnel to serve on a career education advisory board.

7. Assist other schools and individuals in developing proposals for career education.

8. Provide consultants to assist in program development and staff training in the multi-district program.

STAFF DEVELOPMENT

Before the program is begun, its sponsors should establish staff development as a key element to the success of the program. If teachers and counselors are to support and carry out the program, they should understand its underlying philosophy and objectives, and they should be encouraged to grow with it.

Staff development implies much more than in-service training, although that is important. A full program of staff development requires that staff members have a role in planning and other forms of decision making. It requires that they be exposed to a range of reading and viewing materials bearing on the program. It requires that they be given technical assistance and other forms of support that will help them grow more effective in their work. It requires that they engage in self-evaluation and participate in program evaluation.

The Malheur County project staff development effort included these annual activities.

	A 3½-day in-service activity covering: 1. Career education roles of counselors and librarians 2. Career awareness teaching by elementary teachers 3. Career exploration experiences managed by junior high school teachers 4. Career education as a priority for all teachers Evening (graduate credit) classes in career education offered by the Division of Continuing Education Workshops in materials development and program operation Released time visits to sites of exemplary projects A one-day workshop on team teaching for six vocational and 15 academic teachers Purchase, reproduction, and distribution to teachers of materials and information pertinent to the project Consultation visits by staff members from successful programs Consultative and technical assistance visits by State Department of Education specialists.

IV
OPERATIONAL TASKS

Once a program has established terminal objectives and defined the structure and general responsibilities of its components, it must then detail the specific tasks necessary for program operation.

The following pages illustrate the implementation and maintenance tasks which took place in the Malheur project. The first outline shows the time schedule for the accomplishment of tasks. The second outline shows which personnel in the project were responsible for accomplishing those tasks.

SCHEDULE OF OPERATIONAL TASKS

	FIRST YEAR				SECOND YEAR				THIRD YEAR			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
I. Form multi-district cooperative organization	//											
A. Select IED as sponsoring body	//											
1. Hire project director and administrative personnel	//											
2. Designate coordinating personnel	//											
B. Form administrative board	//											
1. Select each district superintendent	//											
2. Select community college president	//											
3. Name IED superintendent as chairman	//											
C. Determine Operational Policies	//	//	//	//	//	//	//	//	//	//	//	//
1. Allocate one vote per district	//											
2. Have each local school board approve its district's participation	//	//	//	//	//	//	//	//	//	//	//	//
3. Adopt procedures for selection and appointment of advisory groups	//	//	//	//								
D. Initiate committee operations	//											
1. Plan monthly and special meetings	//				//				//			
2. Plan reviews of project and its programs	//				//				//			

	FIRST YEAR				SECOND YEAR				THIRD YEAR			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
3. Plan utilization of advisory resources	//											
a. Other agencies												
1) Employment service												
2) State Department of Education												
3) Community action												
4) Welfare												
5) Others												
b. Individuals												
II. Conduct assessment of opportunities and needs in community	//			//	//			//	//			//
A. Assess community	//			//	//			//	//			//
1. Outline population trends	//				//							
2. Outline employment patterns	//											
3. List educational resources	//			//	//			//	//			
a. Funds												
b. Facilities												
c. Personnel												
B. Assess educational opportunities and needs												
1. Plan job market needs	//			//				//				//
a. Short-range (2 years from now)												
b. Long-range (10 years from now)												
2. Survey existing programs	//			//	//			//	//			
a. Elementary												
b. Secondary												
1) Academic												
2) Vocational												
c. Post-secondary												
3. Survey availability of resources	//			//	//			//	//			//
a. Secondary												
1) Facilities												
2) Personnel												
3) Equipment												

	FIRST YEAR				SECOND YEAR				THIRD YEAR			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
b. Post-secondary 1) Facilities 2) Personnel 3) Equipment												
4. Determine student interests	//			//				//				
III. Draft project plan	//	//	//	//	//	//	//	//	//	//	//	//
A. Develop project work statement	//											
1. Define terminal objectives	//			//				//				//
2. Outline operational tasks	//			//				//				//
B. Help each school district design a program	//	//	//	//	//	//	//	//	//	//	//	//
1. Assess student needs and interests	//			//				//				//
2. Develop course offerings	//			//				//				//
3. Plan personnel and resource utilization	//			//				//				//
C. Make staff adjustments				//				//				//
1. Determine need for additional staff or replacement staff	//			//				//				//
2. Advertise job opportunities	//			//				//				//
3. Interview applicants	//			//				//				//
4. Contract with new teachers	//			//				//				//
IV. Maintain Operational Format	//	//	//	//	//	//	//	//	//	//	//	//
A. Supply support and direction	//	//	//	//	//	//	//	//	//	//	//	//
1. Arrange for supplies and equipment	//	//	//	//	//	//	//	//	//	//	//	//

	FIRST YEAR				SECOND YEAR				THIRD YEAR			
	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
2. Schedule students into classes	//				//				//			
3. Arrange transportation	//				//				//			
4. Arrange staff development programs	//	//	//	//	//	//	//	//	//	//	//	//
5. Initiate information programs for:	//	//	//	//	//	//	//	//	//	//	//	//
a. Students												
b. All school personnel												
c. Public												
6. Conduct program assessment meetings	//	//	//	//	//	//	//	//	//	//	//	//
7. Project budget for next year				//				//				//
B. Evaluate:			//	//				//				//
1. Objectives			//	//				//				//
2. Programs			//	//				//				//
3. Staff			//	//				//				//
4. Activities (completion of tasks)	//	//	//	//	//	//	//	//	//	//	//	//
C. Make program adjustments												
1. Adjust offerings and activities in line with evaluation				//	//			//	//			//
2. Register and schedule students for coming year				//	//			//	//			//
3. Conduct follow-up study of former students				//				//				//

RESPONSIBILITY FOR OPERATIONAL TASKS

	Adm. Board	IED	School Bd. & Supt.	Schools	Project Director	Community College	Outside Party
I. Form multi-district cooperative organization	X	X	X	X	X	X	X
A. Select IED as sponsoring body		X					
1. Hire project director and administrative personnel	X	X	X	X	X	X	X
2. Des gnate coordinating personnel	X	X	X	X	X	X	X
B. Form administrative board	X	X	X	X	X	X	X
1. Select each district superintendent				X			
2. Select community college president						X	
3. Name IED superintendent as chairman		X					
C. Determine Operational Policies	X						
1. Allocate one vote per district		X					
2. Have each local school board approve its district's participation			X				
3. Adopt procedures for selection and appointment of advisory groups		X					
D. Initiate committee operations		X			X		
1. Plan monthly and special meetings	X						
2. Plan reviews of project and its programs	X				X		

	Adm. Board	IED	School Bd. & Supt.	Schools	Project Director	Community College	Outside Party
3. Plan utilization of advisory resources	X	X	X	X	X	X	X
a. Other agencies 1) Employment service 2) State Department of Education 3) Community action 4) Welfare 5) Others							
b. Individuals	X	X	X	X	X	X	X
II. Conduct assessment of opportunities and needs in community	X				X		
A. Assess community	X	X		X	X		
1. Outline population trends	X	X			X		
2. Outline employment patterns	X	X			X		
3. List educational resources	X	X		X	X	X	
a. Funds							
b. Facilities							
c. Personnel							
B. Assess educational opportunities and needs		X		X		X	
1. Forecast job market needs		X		X			X
a. Short-range (2 years from now)							
b. Long-range (10 years from now)							

	Adm. Board	IED	School Bd. & Supt.	Schools	Project Director	Community College	Outside Party
2. Survey existing programs				X	X		
a. Elementary							
b. Secondary							
1) Academic							
2) Vocational							
c. Post-secondary							
3. Survey availability of resources							
a. Secondary				X			
1) Facilities							
2) Personnel							
3) Equipment							
b. Post-secondary						X	
1) Facilities							
2) Personnel							
3) Equipment							
4. Determine student interests				X	X	X	
III. Draft project plan	X				X		
A. Develop project work statement	X				X		
1. Define terminal objectives	X				X		
2. Outline operational tasks	X				X		
B. Help each school district design a program					X		

	Adm. Board	IED	School Bd. & Supt.	Schools	Project Director	Community College	Outside Party
1. Assess student needs and interests				X	X		
2. Develop course offerings	X			X	X		
3. Plan personnel and resource utilization				X	X	X	
C. Make staff adjustments	X			X	X		
1. Determine need for additional staff or replacement staff	X			X	X		
2. Advertise job opportunities	X			X	X		
3. Interview applicants	X			X	X		
4. Contract with new teachers	X			X	X		
IV. Maintain Operational Format					X		
A. Supply support and direction	X	X		X			
1. Arrange for supplies and equipment				X	X		
2. Schedule students into classes				X			
3. Arrange transportation				X	X		
4. Arrange staff development programs		X		X	X		
5. Initiate information programs for: a. Students b. All school personnel c. Public				X	X		

	Adm. Board	IED	School Bd. & Supt.	Schools	Project Director	Community College	Outside Party
6. Conduct program assessment meetings	X				X		
7. Plan budget for next year	X				X		
B. Evaluate:							X
1. Objectives		X					X
2. Programs							X
3. Staff				X	X		
4. Activities (completion of tasks)				X	X	X	X
C. Make program adjustments	X			X	X	X	
1. Adjust offerings and activities in line with evaluation	X			X	X	X	
2. Register and schedule students for coming year				X		X	
3. Conduct follow-up study of former students				X	X	X	

SPECIFIC TASKS

In addition to the kind of operational tasks just outlined, a cooperative program may wish to spell out specific tasks in areas and at time junctures where it feels emphasis is needed. For example, the Malheur project placed emphasis on certain tasks within the following categories:

1. Staff development

a. By March, 1971, each Title III teacher will have been oriented by a State Department of Education specialist to the Oregon approach to vocational training.

b. By May, 1971, each high school teacher in Nyssa, Vale, Adrian, and Ontario will have had some direct exposure to the Title III cooperative project.

c. By May, 1972, 75 percent of these high school teachers will have participated in an in-service program on career education designed to stimulate interdisciplinary cooperation.

d. By September 1, 1972, an in-service program involving all teachers in the county will be held. It will cover the separate parts of a total program: high school clusters, junior high career exploratory programs, and elementary awareness.

e. By December 31, 1972, a second career education in-service program will have been held for teachers and some interdisciplinary groups will have been established.

f. By December, 1973, every staff member in the project area will have had an opportunity to participate in a career education workshop and 75 percent will have been involved.

2. Long-range planning

a. By September 1, 1973, every district will have filed with the State Department of Education a five-year plan for career education at all grade levels.

3. Advisory committee formation

a. By January 1, 1974, every curriculum cluster area will have a functioning advisory committee, and every awareness and exploratory program will be utilizing community resources and personnel.

4. Curriculum development

a. By September 1, 1973, 75 percent of the county's elementary teachers will be including a career awareness program in their class planning.

b. By May 30, 1974, every ninth grade student will have had a career exploration class of at least nine weeks duration.

c. By May 30, 1974, every junior high school in the area will have exploratory programs in operation.

d. By May 30, 1974, 60 percent of all junior and senior students in the county will have had at least one skill training class.

e. By May 1, 1974, senior students will have testing available to them to allow them to receive advanced placement at the program area community college.

5. Interdisciplinary program development

a. By May 1, 1974, each vocational teacher will have been involved in interdisciplinary planning and instruction with at least one other staff member.

b. By May 1, 1974, all vocational students will have access to math and English instructional units designed to meet their special vocational needs.

6. Work experience program development

a. By July 1, 1973, a work experience coordinator will be employed to work in all districts with exploratory and cooperative work experience programs.

b. By September 1, 1973, district vocational directors will have identified and contacted businesses willing to cooperate with work experience programs.

c. By October 1, 1973, cooperative work experience time will be available to all seniors in cluster programs.

7. Guidance and counseling program development

a. By April 1, 1973, all freshmen, sophomores, and juniors will have had guidance on high school vocational programs.

b. By June 1, 1973, counselors will have helped select students to fill vacancies in vocational classes.

c. By November 1, 1973, each counselor in the area will have attended a career-oriented workshop designed to help identify the counselor's role in career education.

8. Financing

a. By March 1, 1974, each district will have budgeted its share of the cost of continuing the Malheur County project (for the 1974-75 school year) beyond the termination of Title III funding.

9. Material resource procurement

a. By January 1, 1971, a survey will have been made of facilities which might house career education programs.

b. By September 1, 1971, facilities in schools will be utilized for programs.

c. By September 1, 1973, new instructional shops in Vale and Nyssa will be in operation, and some additional space will be added in Ontario.

d. By September 1, 1974, participating schools will have assumed total responsibility for facilities and resources for the vocational program.

10. School and Community Relations

a. Continuous effort will be made to publicize project activities. (See Appendix E for examples of project news coverage.)

b. By January 1, 1974, every cluster will have a functioning advisory committee, and exploratory and awareness programs will rely upon community participation.

c. By June 1, 1973, an open house will be held in student-built homes in Ontario and Nyssa, and the homes will be sold.

V
EVALUATION

EVALUATION AIMS

In a program model of this type, evaluation should serve the same kinds of aims it does in most innovative programs: to measure the validity of the rationale for the program; to determine the degree to which program goals and objectives are achieved; and to measure the effectiveness of operational tasks designed to achieve those objectives. Evaluation in these three areas will help planners and decision makers determine whether the project is justified, whether it is accomplishing its stated goals and objectives, and whether its methods for accomplishing objectives are appropriate and efficient.

The program should employ both summative and formative evaluation procedures. Summative evaluation will focus on the end "product" of the program. In this case, it will have to answer three key questions. First, "Were the assumptions (the rationale) underlying the program valid?" Second, "Did the program achieve its goals?" (Keep in mind that program assumptions and goals---as noted on page 4---are basically the same thing.) Third, "Did the program meet its stated objectives?" Formative evaluation will focus on the "process" of the program, or the tasks designed to achieve the objectives and ultimately the goals of the program. At periodic checkpoints throughout the program, summative evaluation will review progress to each checkpoint and ask, "How well is the program doing thus far? Is it on target toward achieving its objectives?"

EVALUATION RESPONSIBILITIES AND METHODS

Primary responsibility for summative evaluation of program goals and objectives should rest with an impartial outside evaluator. While the evaluator will have the option of designing the instruments, they will nevertheless be bound to measure the stated goals and objectives of the program.

For example, one of the Malheur project goals was that "Students enrolled in skill classes which meet their expressed career needs will perform better (on

a grade index) than in other classes." In checking the accomplishment of this goal, the evaluator of the Malheur project, at the end of the third year, examined the grades of participating students and compared mean cumulative grade point averages and skill class grade point averages. The comparison showed a 3.84 grade average in skill classes for the same students who enjoyed only a 2.44 overall grade average. To further determine accomplishment of this goal, students, their parents, and administrators were asked to answer questions of the nature, "Does your teen-ager seem more confident of his or her ability to master the skills being taught in the skill classes than in other classes?" A very high percentage of the parents asked that particular question said yes. The achievement of other project goals were determined through the same process of checking available statistical data and by interviewing appropriate personnel.

An outside evaluator was also responsible for evaluating the degree to which stated project objectives were achieved. Data for this evaluation, which occurred at the end of each project year, was obtained through checking available statistical data (such as levels of student performance in skill competencies) and through collection of additional statistical and subjective data through questionnaires and open-ended interviews.

Evaluation of program progress toward meeting objectives should be the primary responsibility of the program director, the administrative board, and the program staff. In the Malheur project, these personnel met periodically to evaluate overall progress and the accomplishment of specific operational tasks. Basically, project personnel were concerned with accomplishing tasks on schedule, accomplishing them at an acceptable performance level, and then assessing the worth of tasks in moving the project toward the completion of one or more of its objectives. Where tasks were not satisfactory for one of these reasons, appropriate adjustments were made. An adjustment entailed anything from a shift in personnel or funds, to changing the deadline or nature of the tasks, to abandoning the task as impractical. Such adjustments are inevitable in a new program, despite the thoroughness of the planning process.

The formative evaluation process will be greatly enhanced through the use of a reporting system designed to record progress and problems in accomplishing tasks. The director may require brief, periodic reports in written or oral form from district-level subordinates, and, in turn, submit periodic compilations of such reports to the administrative board. This process will give the director and the board more accurate information on which to base decisions, and it will supply the program with a permanent record of administrative initiatives useful to future planning.

VI APPENDIX

This section contains appended material mentioned in the main body of the guide. However, it also contains some material not mentioned in the main text but which nevertheless should be useful to those developing a cooperative multi-district program. The annotated bibliography in Appendix A lists publications, personnel, and program sites which provide a broad perspective as well as specific details on career education in Oregon. The instructional agreement of Appendix D underlines the unique instructional role of the community college in the project. Where each of the Malheur County school districts carried a portion of the overall occupational curriculum by common assent, the community college, because of its internal policies, required a contractual arrangement. The agreement shown may serve as a model for other cooperative programs.

APPENDIX A:

BIBLIOGRAPHY

Publications

A Guide for Planning Career Education in Oregon's Secondary Schools. Published December, 1970, Oregon State Department of Education. This manual contains instructions and forms for gathering data about the feasibility of initiating a career education program. It also offers guidelines for implementing and evaluating programs.

An Assessment for a Total Career Education Program. Published by the Oregon State Department of Education. This guide suggests criteria for an ideal career education program as well as a method for assessing a school district's readiness to participate in such a program.

State Plan for Vocational Education. "A Mini-Report". Published by the Oregon State Department of Education. An informative, abridged version of the goals and current status of the Oregon vocational education program.

"Career Education in Oregon--A Statement on Improving Career Education in Oregon," published by the Oregon State Department of Education. A position paper which covers points mentioned in the mini-report cited above.

Cluster Implementation Guide. Published by the Oregon Department of Education. A useful handbook for developing any of the cluster programs.

Cluster guides dealing individually with: mechanics, metals, agriculture, forest products, electricity-electronics, health occupations, food service, marketing, clerical service, construction, bookkeeping-accounting, and secretarial training. Published by the Oregon State Department of Education, this series of guides offers course outlines and lists of key occupations and tasks relating to each cluster. The guides are helpful in developing classroom programs.

Committees in Career Education. Oregon State Department of Education. Resource material for organizing and operating advisory committees for vocational programs.

Other Projects

Materials and some consultive assistance is available from pilot career education projects in Oregon.

Career Awareness

Pleasant Hill School District #1, Route 8, Box 750, Pleasant Hill, Oregon 97401

Springfield Public Schools, 525 Mill Street, Springfield, Oregon 97477

Tigard Public Schools, District #23J, 13137 SW Pacific Highway, Tigard, Oregon 97223

Portland Area II Office, 8028 NE Tillamook Street, Portland, Oregon 97213

Career Exploration

Whitaker Middle School, 5135 NE Columbia Blvd., Portland, Oregon 97218

Junction City Junior High School, 451 Maple, Junction City, Oregon 97448

Springfield Junior High School, 1084 G Street, Springfield, Oregon 97477

Cascade Junior High School, Route 1, Turner, Oregon 97392

Portland Public Schools, Area II Office, listed under "Career Awareness"

Cluster Development Centers

Mechanical: Adams High School
5700 NE 39th Avenue
Portland, Oregon 97211

Food Service:	Aloha High School 18550 SW Kinnaman Road Beaverton, Oregon 97005
Agriculture:	Cascade High School Route 1 Turner, Oregon 97392
Multi-Cluster:	Hermiston Senior High School 600 South 1st Street Hermiston, Oregon 97838
Secretarial:	Lebanon Union High School South 5th Street Lebanon, Oregon 97220
Bookkeeping:	Centennial High School 3505 SE 182nd Gresham, Oregon 97030
Clerical:	Lebanon High School - see Secretarial
Electrical:	Sabin Skills Center 14211 SE Johnson Road Milwaukie, Oregon 97222
Marketing:	Madison High School 2735 NE 82nd Avenue Portland, Oregon 97220
Health Occupations:	Grants Pass High School 522 NE Olive Grants Pass, Oregon 97526
Construction:	Canby Union High School 721 SW 4th Canby, Oregon 97013
Forest Products:	Pleasant Hill High School Route 8, Box 750 Pleasant Hill, Oregon 97401
Metals:	Roosevelt High School 6941 North Central Street Portland, Oregon 97203
	Scappoose High School P.O. Box 490 Scappoose, Oregon 97056

Resource Persons

Career education specialists, Oregon State Department of Education, Salem, Oregon.

Regional coordinators, career education, located in intermediate education district offices.

Directors of state pilot projects for career awareness and exploration, Oregon State Department of Education.

Title III staff, Planning and Evaluation Section, Oregon State Department of Education, Salem, Oregon.

Advisory committees in local districts.

Additional Resources

Many other commercial texts and guides are available from national publishers. An excellent source of federal publications on career education is contained at the ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210.

APPENDIX B

Vocational Inventory

(Malheur County Schools, 1969)

Date _____

School District _____ No. _____

Total enrollment grades 7-9 _____ 10-12 _____

Number of teachers grades 7-9 _____ 10-12 _____

Vocational programs offered:

Yes No

___ ___ Agriculture--enrollment_____ number of teachers_____

___ ___ Distributive education---enrollment_____ number of teachers_____

___ ___ Home economics---enrollment_____ number of teachers_____

___ ___ Office education---enrollment_____ number of teachers_____

___ ___ Trade and industry---enrollment_____ number of teachers_____

Industrial Arts:

Yes No

___ ___ Drafting---enrollment_____ number of teachers_____

___ ___ Woodworking---enrollment_____ number of teachers_____

___ ___ Auto mechanics---enrollment_____ number of teachers_____

___ ___ Other (specify)---enrollment_____ number of teachers_____

___ ___ Other (specify)---enrollment_____ number of teachers_____

___ ___ Vocational guidance---enrollment_____ number of teachers_____

Yes No

___ ___ Co-op work experience---enrollment_____ number of teachers_____

___ ___ Other (specify)_____ enrollment_____ number of teachers_____

___ ___ Other (specify)_____ enrollment_____ number of teachers_____

Vocational facilities provided (square feet):

Agriculture---classroom_____ shop_____enclosed work area_____

greenhouse_____ land laboratory (acres)

Distributive education---classroom_____ laboratory_____

Home economics---kitchen_____ clothing construction_____

other_____

Office education---typing room_____(also number of typewriters_____)

office practice_____ other (if separate from first two)_____

Trade and industry---classroom_____ shop_____

Industrial arts---drafting_____(also number of tables_____)

wood shop_____ auto shop_____ other (if separate)_____

Program Expenditures:

Present inventory of tools and instructional equipment (in dollars):

Agriculture---$_____

Distributive education---$_____

Home economics---$_____

Office education---$_____

Trade and industry---$_____

Industrial Arts---

Drafting---$_____

Woodworking---$_____

Auto mechanics---$_____

Other (specify)---$_____

Vocational guidance---$_____

Co-op work experience---$_____

Other (specify) _____ $_____

_____ $_____

Approximate expenditure per student (instructional supplies):

General classroom student, grade 7-9---$_____
grade 10-12---$_____

Vocational student:

Agriculture, grade 7-9---$_____ grade 10-12---$_____

Distributive education, grade 10-12---$_____

Home economics, grade 7-9---$_____ grade 10-12---$_____

Office education, grade 10-12---$_____

Trade and industry, grade 10-12---$_____

Industrial arts	grade 7-9	grade 10-12
Drafting	$_____	$_____
Woodworking	$_____	$_____
Auto mechanics	$_____	$_____
Other (specify)	$_____	$_____

Vocational guidance, grade 7-9---$_____ grade 10-12---$_____

Co-op work experience, grade 7-9---$_____grade 10-12---$_____

Other (specify)_____ grade 7-9---$_____
10-12---$_____

Other (specify)_____ grade 7-9---$_____
10-12---$_____

Available supportive services:

What is the counselor pupil ratio for your school?
Grades 7-9---1 to ____; grades 10-12---1 to ___.

What compensatory education courses are available for your vocational students who need special help? (Circle those available.) Low level mathematics; low level language arts; reading; others (specify) _____, _____, _____, _____.

What percentage of your vocational students participate in your compensatory courses? (Circle appropriate percentage.) Zero to 10 percent; 10 to 25 percent; 25 to 50 percent; 50 to 75 percent; 75 to 90 percent; 90 to 100 percent.

For which vocational programs do you receive state reimbursement under Oregon P.L 88-210? (Circle appropriate programs.) Agriculture, distributive education, home economics, office education, trade and industry, vocational guidance, co-operative work experience, other (specify)_____, _____, _____, _____.

Additional number of students from other schools who could be enrolled in your vocational courses next year:

	With present staff	With additional staff
Agriculture	7-9_____ 10-12_____	7-9_____ 10-12_____
Distributive education	10-12_____	10-12_____
Home economics	7-9_____ 10-12_____	7-9_____ 10-12_____
Office education	10-12_____	10-12_____
Trade and industry	7-9_____ 10-12_____	7-9_____ 10-12_____
Vocational guidance	7-9_____	7-9_____
Cooperative work experience	10-12_____	10-12_____

Additional students from your school you would anticipate enrolling in expanded vocational offerings:

	With present staff	With additional staff
Agriculture	7-9_____	10-12_____
Distributive education		10-12_____
Home economics	7-9_____	10-12_____
Office education	7-9_____	10-12_____
Trade and industry	7-9_____	10-12_____

Vocational guidance	7-9_____	10-12_____
Cooperative work experience		10-12_____

Attach a student handbook or other materials describing courses already available. Also attach a daily schedule for each vocational teacher.

APPENDIX C

CAREER INTEREST SURVEY

Circle one: Class: 10 - 11 - 12 Sex: M - F

If you are a senior, answer questions 1 through 4. If you are a sophomore or junior answer all questions from number 5 on.

1. Was your high school program basically: College preparatory; vocational; general?

2. If your program was vocational, did you take all the courses offered in your area of interest? YES NO

3. Would you have taken more if they had been offered? YES NO

4. Would you have been willing to travel to a nearby school for training? YES NO

5. Do your career goals require a college degree? YES NO

6. Does the present school curriculum offer most of the training you will need to enter advanced training for your career goal? YES NO

If the answers to 5 and 6 are YES, stop here. If the answers were NO, continue.

7. Do you plan to take all or most of the classes your school offers in your vocational interest area? YES NO

8. Would you take vocational training in your interest area if it were offered? YES NO

9. If it were necessary, would you be willing to travel to a nearby school for one to two periods to get training? YES NO

10. Listed below are career areas in which we may be able to offer extensive training while you are in high school. List three choices in order they appeal to you.

_____ Mechanical trades

_____ Agriculture

_____ Home economics (child care, motel work, public food service)

_____ Office occupations

_____ Retail occupations

_____ Building trades (carpentry, masonry, electronics, plumbing, floor covering)

_____ Metal trades

_____ Health occupations

CAREER INTEREST SURVEY COMPOSITE
(Malheur County)

Grade:	12th Boys		12th Girls						TOTALS	
Answer:	Yes	No	Yes	No					Yes	No
College	64		49						113	
1. Voc.	23		29						52	
General	51		64						115	
2.	34	25	33	19					67	44
3.	48	26	72	13					120	39
4.	56	34	76	27					132	61
Grade:	9th Boys		9th Girls		10th Boys		10th Girls		11th Boys		11th Girls			
Answer:	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No		
5.	177	58	140	37	105	34	122	39	140	37	162	51	602	500
6.	138	97	97	78	108	39	97	56	92	84	113	87	645	339
7.	105	38	96	19	53	7	59	14	72	32	111	16	496	116
8.	130	12	113	8	52	7	64	6	95	7	119	5	573	45
9.	109	37	94	23	45	15	59	13	82	19	112	17	501	124
Mech.	122		4		47		2		63		3		241	
Ag.	95		14		37		9		49		17		221	
Home Ec.	6		91		1		46		2		84		230	
Office	30		115		8		37		8		82		272	
Retail	18		40		2		20		12		52		144	
Bldg.	87		13		35		5		51		54		195	
Metals	94		4		40		0		59		0		197	
Health	18		98		6		38		8		63		231	

APPENDIX D

INSTRUCTIONAL AGREEMENT

Between: Treasure Valley Community College and Malheur County Intermediate Education District Title III Career Education Project

Conditions of Agreement:

Treasure Valley Community College agrees to:

1. Provide 13 credit hours (350 clock hours) of instruction for 15 students consisting of 120 clock hours of drafting, 122 clock hours of welding, and 108 clock hours of machine tools.

2. Furnish all supplies and materials normally furnished in Treasure Valley Community College courses numbered 4.100, 4.151, and 3.506 except that in the drafting class individual student kits will be furnished.

3. Run instructional program from August 29, 1972, to May 25, 1973.

Malheur County Intermediate Education District Title III Career Education Project agrees to:

1. Arrange transportation for 15 students to attend classes at Treasure Valley Community College.

2. Pay tuition of $7.50 per credit hour for 15 students.

MALHEUR COUNTY INTERMEDIATE EDUCATION DISTRICT

_____
IED Superintendent

TREASURE VALLEY COMMUNITY COLLEGE

_____
President

_____
Chairman of the Board

APPENDIX E

PRESS COVERAGE

IT WILL BE GOOD news for visitors to Vale when they arrive this summer and find the restrooms at the Mayor's Park on the West side of Vale completed. Funded by Title III, the restrooms are being built as part of the instruction in the newly organized building trades class of Vale Union High School. Students under the direction of Bill Hood, second from left, are Doug Netcher, Chuck Perry, Chris Jones, Jeff Homer, Terry Butler, Mike Blatchley, Kim Wiggins, Gary Dentinger, Paul Zimmerschied, Lawrence Hovorka, Joel Warthen, Jim Belnap and Bill Ross. Enterprise Photo

Malheur Enterprise
February 3, 1971

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Building trades course has practical application

Vocational opportunities for Vale High School students took some new forms this semester. Two new programs were begun under the direction of Gerald Cammann, Vale High School superintendent and Sam Banner, County Vocational Coordinator. The programs are building trades and industrial mechanics.

Building trades is taught by Bill Hood and includes activities and skill training associated with the carpentry trade. The boys will build a restroom and covered area in the Vale park located on the east end of town. They will also do the remodeling for the city library.

The mechanics class meets Monday and Wednesday from 7 to 9:30 p.m. in the city shops with Mel Wilson and Kim Wimpy from TVCC as instructors. The course will include instruction in small gas engines for beginning students and auto mechanics for advanced students. There is no charge to the student for the classes, Banner said, and the instructors are paid from Title III funds, without any direct cost to the school district.

Plans are being made to continue the programs through the summer with the students gaining work experience in the new trade, provided there is enough interest on the part of the students.

Malheur Enterprise
February 3, 1971

Ontario Students Construct Private Home to Gain Skills

By BETTY HOPPER
Statesman Staff Writer

ONTARIO – Ground has been broken and construction started on a new house in Ontario. It's one of 50 homes started this year and it would not qualify as news except that it is being constructed by 27 high school youths.

The boys, members of the Ontario High School building and construction trades classes, have taken out a building permit for $22,230 for a three bedroom house to be built at 1350 Arata Way in the Arata subdivision.

Nell Baskett, instructor of the trades classes, said the house will be built at "absolutely no cost to the taxpayer."

The project is being financed by a local loan association selected from the six agencies who offered to loan the money needed for the project.

Prior to the start of the construction, the boys studied plan reading, basic building instruction, financing, building codes and zoning rules, types and quality of lumber, and other parts of the building trade.

Baskett says this will be an "educational experience and, although they plan to sell the house when it is completed in the spring, it will not be a money making venture. We are a non-profit organization."

Any money made over the actual cost of construction will be used to purchase tools for the class and for other school programs.

The project is the first one of its type in this area although there are some in the western part of the state.

It was started here when Baskett, with the approval of the Malheur County Intermediate Education district, went to the western portion of the state where he inspected projects in Molalla, Estacada, Lebanon and Milwaukie where the pilot projects were underway, under Title III funds.

There he discussed the various problems and values of the project and determined to start one in Ontario.

Having obtained the approval of the school board for the project, an advisory board was then selected. Wiley Dyer was named president; Al Durgan, secretary along with Don Nielsen, Tom Watson, Cal Hutchinson and Vernon Vahsholtz.

Baskett, a former building contractor, drew the plans and made his own curriculum. The group then started searching for the building site and the best financing program.

All materials and services will be purchased from local establishments and, where required by law, local subcontractors for plumbing and electrical work, will be hired. These firms will place a man on the job to do and oversee this part of the construction.

All of the boys in the class will be involved in the whole project but the second year students will do more of the advanced or finish work while the first-year students will concentrate on the rough work.

In addition to the building classes, other students in the high school "through interdisciplinary activities" will be involved.

Girls in the Home Economics department will do the interior decorating, plan the color schemes, make the drapes and do part of the interior painting.

The vocational-education class will do the landscaping and plant the grass and shrubs and the business lab class is doing the accounting and cost analysis of the porject.

"I believe this will be the most valuable learning experience the boys can have, and I would like to make it an annual project," Baskett said.

"Last year the boys did repair and remodeling work for the school district, churches and service groups and the boys learned a lot on these 'on the job training programs' but I believe this project will provide a much better learning experience. I'm sure some of the boys will be ready to enter the building trade field at the conclusion of the year."

The boys, all taking regular high school courses, will work on the house during morning hours. Under the 10 module class system at the high school, they will get two credits for three module class times.

The house, hopefully to be completed by May 1, will be offered for sale through a local real estate dealer.

It will be a three-bedroom house with two baths, have a double garage and patio. It will have wood siding exterior.

Idaho
Statesman
October 10, 1972

Oregon Tries to Change Past Attitudes on Vo-Ed

Story and Photos
By CARL CROSBY
Statesman Staff Writer

VALE — The state of Oregon has more than 200 new vocational programs in its school curriculum this year, according to Sam Banner, Title III Project director and vocational coordinator for Malheur and Harney counties.

Banner said State Supt. of Public Instruction Dale Parnell wishes to have half of all Oregon students enrolled in a vocational program of some sort, and 80 per cent of the students exposed to the program by 1975.

There are several reasons for the emphasis in vocations. First, costs of college education have risen sharply, which makes it difficult for many students to attend.

Second, many young people do not want to attend college, and third, it is being realized that a secretary, plumber, mechanic, carpenter or other person involved in manual trades is making a contribution to society if he does his work well, and can also make a reasonable living.

Banner said the emphasis today is not to separate the vocational student from the others. In the past, he said, separation has led to the opinion that vocational classes are places to put students who can't "make it" in an academic atmosphere.

This is the kind of thinking we want to discourage, he said. Today, all students are encouraged to participate in the program, and students who plan to go into medicine, aviation, or business now are enrolled in the program.

The Malheur and Harney County programs are sponsored under Title III, U.S. Office of Education, under the Health, Education and Welfare Department.

Programs are set up for a period of three years, on an experimental basis, with the idea that if programs prove successful, the schools will adopt them into the curriculum.

The Oregon curriculum specializes in "Industrial Mechanics," which emphasizes a "family" of occupations. The theory behind the family concept is that many trades have elements in common, such as electricity, hydraulics, mathematics, etc.

Students are exposed to the basics used in many different areas, which gives them the chance to settle on a field of specialty, and also provides the student with a minimum of marketable skills by the time he graduates from high school, plus a basis on which to form later skills.

One Ontario High School graduate of the Building Trades courses built his own house — and did a creditable job on it, according to Neil Baskett, Ontario High Building Trades instructor.

When most parents hear about vocational education, they think about coffee tables that don't sit quite level, or a bookcase that leans a bit.

This sort of thing is done in the earlier grades, along with orientation in drafting and other skills. Now, more exploratory classes are being given on the eighth-ninth grade level, in order to give students a better knowledge of specialized fields, and preparation for future classes.

By the time a student has reached his senior year, he will have had experience with welding, small and large motors, carpentry and other skills, which he can put to use in finding employment.

Sam Banner is fond of saying, "Don't phony the program up, keep it as true-to-life as possible in a classroom situation."

Because of this philosophy, clerical laboratory students may find themselves doing the chores of bookkeeping for sports events, or making out forms for any number of school activities, and building trades students may be estimating costs on a building, pouring cement and finishing it, roofing, or wiring the building.

In Vale, students have helped with the remodeling of the new city library. Ontario students have converted a Quonset hut into a mechanics classroom, and are remodeling the women's faculty lounge at Aiken Elementary school.

Most schoolmen in Malheur County are pleased with the present program, but say lack of facilities is one limiting factor. Teachers in the program will teach at one high school for the first half of the day, then travel to another for afternoon classes. In some instances, students from outlying areas are brought to a central location for classes.

Idaho
Statesman
December 5, 1971

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FINISHING TOUCHES are put on the roof of a pumphouse by Vale Union High School students Guss Young, left, Jeff Homer, and John Ward (on roof). The students built the structure for a local farmer, who will buy the building — allowing the vocational program to recover cost of materials and time for construction.

RAY PENNINGTON, Vale Union High School student, works on a lawnmower motor which he will disassemble, clean and reassemble. When he finishes, the motor will run, he hopes. Ray is one of hundreds of students around the state benefitting from Oregon's 200-plus new vocational training programs.

Idaho Statesman
December 5, 1971